(Draft will undergo revisions)

DESIGN AND METHODS FOR SUSTAINABLE DEVELOPMENT PRACTICE (LAS 6938 Section 108F/AFS 6905 Section 063F)
(Friday 9:35 am -12:35 pm in Matherly 0016)

Spring 2019

COURSE INSTRUCTORS
Glenn Galloway
Center for Latin American Studies/
Center for African Studies
466 Grinter Hall,
Phone: 352 392 3292
ggalloway@latam.ufl.edu

Other persons will potentially contribute to the course including Dr. Sarah McKune, Dr. Becky Williams, Dr. Paul Monaghan, Dr. Susan Paulson, and perhaps others.

OFFICE HOURS

The instructor has an open door policy when in his office in 466 Grinter. Regular office hours are from 2-5:00 pm on Tuesdays. Students are encouraged to write via email to arrange meetings at other times.

COURSE PURPOSE AND DESCRIPTION
The purpose of this course is to build practical skills and critical perspectives that empower participants to engage constructively in planning, implementation and evaluation of sustainable development practice. This course is designed for students in the Master of Sustainable Development Practice (MDP) Program and also for students in other programs whose academic work and future plans include addressing sustainable development challenges. A combination of approaches are used to encourage student participation and collaborative learning.

PARTICIPANT LEARNING OUTCOMES
Students who engage fully in DESIGN AND METHODS FOR SUSTAINABLE DEVELOPMENT PRACTICE will be able to:

1. Design and apply an array of instruments to obtain useful quantitative and qualitative findings.
2. Organize data in Excel for analysis using this and other data analysis programs like SPSS.
3. Find and interpret data and literature relevant for specific development challenges.
4. Define and employ a set of key concepts.
5. Identify and be sensitive to power dynamics in development visions, priorities and projects.
6. Characterize several knowledge paradigms that underlie forms of development practice.
7. Reflect on own ethical and cultural positions.
8. Write a proposal for a relevant and feasible project for participating in development practice that manifests the knowledge and skills described in preceding 6 outcomes.

SKILLS AND KNOWLEDGE
We will build skills and understanding along five strands that must be woven together for meaningful and successful development practice.

1. **Tools for sustainable development practice**

Develop capacities to design and apply a range of methodological instruments commonly used in professional work such as needs assessments, project design, grant writing, training and curriculum development, monitoring and evaluation. Methods introduced may include questionnaire design, surveys, interviews, stakeholder analysis, focus groups, ethnographic and participant observation, participatory mapping, spatial measurements, counting, time use diaries and calendars, among others.

2. **Critical thinking for sustainable development practice**

Increase awareness of ways in which development visions, priorities and projects are influenced by dynamics of power associated with different types of knowledge, cultural and political stances, colonial and geopolitical positions, gender and ethno-racial positions, and other factors. Strengthen conceptual foundations for interdisciplinary thinking with critical understanding of topics such as sustainable livelihoods; tenure and use rights; gender, class and ethno-racial systems; agency, autonomy and sovereignty; and community capitals and community-based development.

3. **Knowledge paradigms for different approaches to development**

Recognize that development practice is grounded in differing knowledge paradigms, and be familiar with main approaches: scientific enquiry, participatory action research, holistic ethnographic understanding, appreciative inquiry, and de-colonial approaches.

4. **Proposal writing**

Build proposals through guided stages to establish context, identify host organizations, define objectives, assemble bibliography, outline budget, design proposed activities, obtain IRB approval, make verbal presentations and complete final document. MDP students will produce proposals for a capstone field practicum to be realized in the summer 2019, and other participants may develop proposals for thesis research or related projects.

5. **Professional behavior, ethics and attitudes**

Consider key ethical and cultural issues addressed in IRB and other processes. Deepen self-awareness of ethnocentric stereotypes and assumptions. Deepen appreciation for role of commitment, constructive engagement, empathy and solidarity in successful academic and professional work.

These five strands of skills and knowledge work together to generate the kinds of understanding that gird all actions and stages of development practice. Examples of research methods or approaches MDP students have used in past field practicums include, among others, the following:

- Interviews – perhaps the most common method used
- Focus groups – also considered a type of interview
- Surveys – household and applied to different types of stakeholders
- Life histories / *testimonies*
- Participant and ethnographic observation
- Participatory mapping
- Spatial measurement and mapping (GIS)
- Time use diaries and calendars
- Social network analysis
- Stakeholder analysis
- Ranking and sorting exercises
- Review of gray literature and archival searches – historical analysis
- Legislation and policy analysis

- Studies into resource access and control
- Discourse analysis
- Supply and value chain analysis
- Research diaries/field notes

Attention will be focused on many of these during the semester, depending on the interests/priorities of the students.

REQUIRED READING:

Course Textbook:

- Gray, David E. 2014. Doing Research in the Real World. Sage. 729 p.

We will also draw on the following:

- Andy Sumner and Michael Tribe. 2010. *International Development Studies: Theories and Methods in Research and Practice.*

- Clifford et al. 2016. *Key Methods in Geography.*

Most required and recommended readings are available on the Canvas course website, in the "Files" section, and/or can be accessed electronically through UF libraries. In most cases, required readings will also be posted in the weekly module. In many cases supplemental readings will also be made available.

Students are expected to do required readings and view videos before coming to each class.

A number of useful articles and books will be built up on the CANVAS website for future reference, understanding that each student will have unique information needs in the development and implementation of their field practicum. A list of useful sources is found at the end of this syllabus. Students are invited to identify and suggest additional materials on topics covered in the course.

COURSE POLICIES
Attendance is required (http://gradcatalog.ufl.edu/content.php?catoid=12&navoid=2750#attendance).
Class meetings are a vital part of this course. All students are expected to complete assignments and readings before class, to arrive on time for each class, and to participate actively in classroom learning. Any absences will be reflected in the grade earned. Absences count from the first class meeting. In general, acceptable reasons for absences from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, participation in official University activities, and court-imposed legal obligations (e.g., jury duty or subpoena). Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

Personal technology in the classroom. During regular class time students may not use personal technology devices (laptops, mobile email devices, smartphones, mobile phones, iPods, iPads, and similar technologies). The instructor will indicate when devices may be used for select class activities. Exceptions will be made in the case of students who use personal technology devices due to documented disabilities, or students who need to leave a phone on in anticipation of emergency calls.

CAMPUS HELPING RESOURCES
- **U Matter, We Care:** If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.
- **Challenges in Academic Writing, Grammar and Style:** "The University of Florida Writing Studio is committed to helping University of Florida students and faculty meet their academic and professional goals by becoming better writers. We support independent learning and encourage scholarship by providing one-on-one consultations, workshops tailored to specific classes (graduate and undergraduate), and faculty retreats focusing on publishing original research. Students and faculty at all levels and in every discipline are welcome! http://writing.ufl.edu/writing-studio/"
- **Technical difficulties for E-learning in CANVAS**: please contact the UF Help Desk at: Learning-support@ufl.edu
- (352) 392-HELP - select option 2 https://lss.at.ufl.edu/help.shtml
- **Personal Challenges:** Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health is located on the second floor of the Student Health Services in the Infirmary.

1. *University Counseling Center*, 301 Peabody Hall, 392-1575; personal and career counseling:
www.counsel.ufl.edu
2. *Student Mental Health*, Student Health Care Center, 392-1171, personal counseling:
www.hsc.ufl.edu/shcc/smhs.htm
3. *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 392-1161, sexual assault counseling; and
4. *Career Resource Center*, Reitz Union, 392-1601, career development assistance and counseling.

UF POLICIES
- **Disability Resource Center:** Students with disabilities requesting accommodations should first register with the UF Disability Resource Center (352.392.8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.
- **Software Use:** All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.
- **Academic Misconduct:** Academic honesty and integrity are fundamental values of the University community. Work submitted for credit by UF students should not include any form of plagiarism, cheating, or unauthorized aid. Unless an assignment is explicitly identified as a group project, all work should be completed independently. Students should understand and follow the Student Honor Code that they signed upon enrollment at the University of Florida:
- *"I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."*

The University of Florida has put into place a new Student Conduct Code and Honor Code (see https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/) . Important to review

ACTIVITIES, ASSIGNMENTS AND GRADING

Assignments contributing to grade	Maximum points earnable
10 essays following guidelines and questions posted weekly on CANVAS discussion board	20
5 responses to essays posted by colleagues on CANVAS discussion board	5
Enthusiastic participation in and out of the classroom	10
Literature search and annotated bibliography	10
Written Brief (WB): Initial statement of intent of FP	
WB: Host organization and supervisory committee	5
WB: Preliminary objectives of FP	5
WB: Preliminary budget	
Preliminary proposal for IRB approval and funding	
Full first draft of proposal for peer review	
Peer review of colleagues' draft proposals	10
Short oral presentation of proposal	10
Final written field practicum proposal	25
TOTAL POSSIBLE POINTS	**100**

Course grading

Grades will be assigned as follows:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Tot % = Points	96-100	92-95.9	88-91.9	84-87.9	80-83.9	76-79.9	72-75.9	70-71.9	67-69.9	63-66.9	60-62.9	<60

Training activities carried out in groups

Opportunities to practice a number of methods will be an important part of the class. The more energy/enthusiasm and creativity each participant invests, the more learning and empowerment s/he enjoys and facilitates for others. Examples of collaborative carried out in past years include the following:

- Questionnaire and survey design
- Participatory mapping
- Focus group facilitation
- Ethnographic observation
- Design and practice an activity from SEAGA (Socio-Economic and Gender Analysis) toolkit
- Framework for monitoring and evaluation plan

Survey and questionnaire design and application
Review carefully materials on questionnaire and survey design and application indicated on syllabus and posted under FILES, pay particular attention to warnings about common problems. Working in groups, design a short written survey questionnaire with 10 questions, 5 questions should be open-ended and 5 closed-ended. Clearly indicate the purpose of the survey and the population to be represented by survey respondents. Post survey on PAGE provided in CANVAS and bring copies of your survey to class to apply to colleagues.

Ethnographic observation
Start by studying **detailed guidelines for this assignment** and materials about ethnographic observation posted in the corresponding module (and other sources in Files). Groups will identify and research a phenomenon in one scene in Gainesville. Each student will carry out at least two hours of observation in a selected location where manifestations or of practices related to the select phenomenon can be observed.

The goal is not to interpret, judge or analyze. Observers should **DESCRIBE** exactly what they SEE, HEAR, FEEL, TOUCH, TASTE, COUNT. Work hard to refrain from imposing your own ethnocentric labels and subjective judgments. Each group will discuss their observations with the class. Multi-materials (maps, photos, drawings, lists) and acting out aspects of what was observed can be good ways to communicate complex scenes.

Focus group facilitation
Start by studying materials on focus groups on syllabus and posted in the corresponding moducle on Canvas (other sources available in FILES). Dr. Paul Monaghan will facilitate an in-class workshop on strategies and techniques for facilitating focus groups, and share insights into implications and challenges involved.

In all cases, we will also devote time to discussing how to record information derived from these methods in Excel and/or an appropriate database or statistical package.

GUIDELINES AND ASSESSMENT CRITERIA FOR GRADED ASSIGNMENTS

<u>10 brief essays written in response to questions posed weekly on CANVAS discussion board</u>
Each participant is expected to write and post an essay on CANVAS discussion board ten times during the semester. These short essays should be posted by 5 pm each Thursday in preparation for Friday classroom discussions, and may earn up to 2 points by following the criteria listed here, in addition to responding to specific guidelines/questions posted each week. The board will not be open the first or last week of the semester.

<u>Required criteria for brief essays:</u>
Be between 200 and 400 words in length
Respond to questions / topic for the week
Engage a quote from the week's assigned readings
Raise a question for discussion

<u>Written reflections may also include:</u>
Reactions to other postings
Reference to personal experiences
Links to relevant materials, videos, websites

<u>5 brief responses written in conversation with brief essays posted by colleagues</u> on CANVAS discussion board

At least five times during the semester, each participant should respond to and dialogue with a brief essay posted by a colleague. Responses must be posted by 6 pm on Thursday, should be between 150 and 300 words long, and must make reference to one of the course readings or assignments.

Respectful and enthusiastic participation in and out of the classroom
The class will involve a great deal of interaction and discussion, and students will be rewarded for efforts to learn collaboratively with respect, empathy, enthusiasm and open minds. A basic requirement for such involvement is to arrive at each class meeting on time and well-prepared.

Literature search and annotated bibliography for a proposal for development practice:
Compile an annotated bibliography bringing together approximately 20 sources for your proposal. Each entry should include full bibliographic reference in APA author-date style, together with your own summary of elements that are relevant to your project. Follow the instructions on these sites:

How to Prepare an Annotated Bibliography
http://www.library.cornell.edu/olinuris/ref/research/skill28.htm.

The set should include literature on the place where you intend to work (i.e. region, nation), on the topic (e.g. environmental education, reproductive health, microcredit, agricultural development), and on the theoretical or methodological approaches to be applied (e.g. community forestry, participatory action research, participatory mapping, women's empowerment, etc.).

Seek out an array of at least 20 sources that may be useful for your proposed project. Suggested balance: 5 journal articles, 5 books, 5 websites, and additional sources relevant to your topic such as popular media, historical archives, legislation, videos, and statistical databases. Seek a mix of sources that represent perspectives/voices of relevant groups, e.g., men and women authors, scholarly and practical work, publications written by people based in Latin America or Africa vs. others.

Note: It is particularly important that you draw on these sources for the preparation of you field practicum proposal and later as references when drafting your final report. You will draw on these sources and others to prepare the literature review of your field practicum proposal and final report. Important: You will not simply paste this annotated bibliography in your field practicum proposal.

Series of 4 short written briefs (WBs) summarizing progress in developing proposals
Students will provide updates on opportune progress made in developing specific sections of their field practicum proposals as outlined below. These assignments will require the engagement of each student's supervisory committee and the establishment of fluid communication with the host organizations with which the work will be carried out.

- **Written brief with initial statement of intent**
Identify a preliminary title, a site where you intend to carry out your field practicum, thematic area(s), and write a reflection on how proposed topic meets FP requirements (see pages 35-47 of the Program Manual for an overview of the FP). Come to class prepared to present everything in this written brief.

- **Written brief on contact with host organization and involvement of supervisory committee**
Outline the contact you have made with your proposed host organization, including communication with your primary contact or supervisor. Also, come prepared to describe in what way your supervisory committee has been involved in the process of securing your FP placement

- **Written brief on the preliminary objectives of your FP and, if appropriate, problem/s and/or question/s to address**

Prepare a written brief detailing the preliminary objectives of your FP and the associated problem/s and or question/s to address. In the prior week, a useful matrix will be presented to help you plan for your field practicum in a cohesive/logical fashion. The matrix (inserted here) has the following five columns:

Objectives	Problem to resolve, information to generate or question(s) to answer, task to complete	Methods to apply	Analysis of the information	Projected results/products
General Objective (In this cell, indicate the overall objective of your FP)				
Specific objective 1 In this cell, indicate clearly the first specific objective of your FP				
Specific objective 2				
Etc.				

In the written brief, you will discuss columns 1 and 2 (prior to preparing this matrix you will have identified the broad area for field practicum, the selected topic, the site and your host organization).

- **Written brief with preliminary budget, proposed activities, anticipated products**

Prepare a budget utilizing the budget format that will be provided. You will be informed of the maximum amount of funds that can be requested, based on availability. In the derivation of your budget, you are expected to seek opportunities to cost-share and/or use funds form complementary sources. In a prior week, the process for developing the budget will be explained in depth. Also plan a set of proposed activities and identify anticipated products of your efforts.

Preliminary proposal for funding

Approximately midway through the course, students will be required to submit a brief (no more than 4 pages), preliminary proposal for funding (Friday, February 22). They will also have to file for IRB approval following institutional guidelines (ideally, during the last week of February). The preliminary proposal should include the following (for more information refer to page 38 of the Program Manual):
  o Overall purpose of your field practicum
  o Brief overview of context and background
  o Proposed placement and description of host institution(s)
  o In-country supervisor

- How the practicum criteria will be met
- The proposed development problem/s and/or issues to be addressed
- Objectives and brief description of methods
- Proposed activities and anticipated products
- Proposed timetable

A bibliography may be appended to the proposal. Although the proposal should be as specific as possible, we recognize that conditions often change in the field.

Full first draft of proposal for peer review

In the weeks following the submission of the preliminary proposal, you will be required to enhance the depth and quality of your proposal. You will be expected to continue exploring the literature on the context and thematic areas corresponding to your field practicum and this should be reflected in the conceptual framework of your proposal and your bibliography. You will indicate methods to be applied and anticipated products/results of your field practicum, as indicated in the matrix discussed above. A detailed description of the field practicum proposal is found beginning on page 42 of the Program Manual in the section entitled: "The quality of the field practicum begins with the field practicum proposal".

Peer review of colleagues' draft proposals

You will be required to peer review two draft proposals prepared by your colleagues. Detailed instructions will be provided on how to conduct these important reviews.

Oral presentation of final proposal

Each student will give a polished presentation of his/her FP project proposal to the class, taking no more than 10-12 minutes for their presentation, with 5 minutes for questions (exact times will be determined by the number of students in the course). The following, flexible guidelines support students in the preparation of their presentations.

Title of your project (1 slide): Include the names of your supervisory committee members.
Statement of purpose (1 slide): Indicate in a concise way the purpose of your field practicum.
Description of site (1 slide): Provide an overview of the site/region where you will carry out your field practicum, including the primary organization with which you will be working.
Contextual/Conceptual framework of your practicum (2 slides): You will be encouraged to develop a graphic representation of the project dimensions and layers you will be focusing on during your field practicum and how your practicum fits into the overall context in which you will be working. Your presentations should reflect that you have made a significant effort to understand the context in which you will be working. It should also be clear that you are well-versed in the conceptual underpinnings of your work, including associated topics and debates frequently alluded to in the literature.
Framework / matrix of your field practicum: Concentrate most of the presentation on the framework/matrix of your field practicum, including the overall and specific **objectives** (1 slide); the **problems and/or questions** you hope to address (1-2 slides); the **methods** you intend to utilize (1-2 slides); a brief description of the **analytical approaches** you anticipate utilizing to analyze your information and experiences (1 slide) and **projected results** (which should relate clearly to your objectives) (1-2 slides).
Preliminary timeline for your field practicum (1 slide): Although your field practicum may not progress like clockwork, please present a didactic timeline indicating how you intend to use your time and meet your objectives during the weeks you will be engaged in the field
Presentation of preliminary results in country (1 slide): Describe briefly how you might share your key, preliminary results with stakeholders, collaborators, interested academics and community members (including your host organization).
Potential problems (1 slide): Describe possible problems or limitations that might affect the timely completion of your field practicum and what measures you would take to reduce the disruptions these could cause.

Information Sources/References (1 slide)
Contribution: You will want to stress how this practicum may contribute to the organization, local communities or environments, and the student participant.

Final written version of the field practicum proposal
Once you have incorporated feedback from your peer reviews and your supervisory committee, you will prepare the definitive version of your field practicum proposal. It should be clear that the project proposed is relevant and feasible in the time available and that it will provide you with a meaningful opportunity to participate in development practice with a supportive host organization.

This version will be reviewed by the course instructor who will provide you with feedback on your proposal. In addition, it must be approved by your respective supervisory committee (can be secured after the end of the semester) and endorsed by the host organization with which you will work (must be obtained during the semester). Again, please refer to the Program Manual (beginning on page 42) that describes the type of information that is normally integrated into a quality field practicum proposal.

TENTATIVE COURSE SCHEDULE 2018 (12-15-2018)

This preliminary schedule will undergo some adjustments during the semester, depending on the availability of guest speakers, class interest in certain topics, and other unforeseen events. Updated information on class sessions will be posted on CANVAS and sent to students via email.

Date	Topic	Readings and videos required before class (Discuss readings/questions on key topics)	Learning activities	Assignment due
1/11	Intro	Review sections in MDP Program Manual pertaining to the field practicum • The Field Practicum of the UF MDP Program (begins on page 35) • Indications for the preparation of the Field Practicum final report (page 42, Program Manual)	Overview of course and practicum expectations Review FP guidelines Survey of student interests	Review FP sections of Program Manual
1/18	Important theoretical & method-ological aspects underlying dev. practice Know-ledge Guest: Becky Williams (TBD)	Gray, D.E. 2014. Theoretical perspectives and research methodologies. Chapter 2 in *Doing Research in the Real World. Pp. 15-38.* Supplemental (each week I will post complementary readings): Sumner, Andy & Michael Tribe, 2010. What we can "know" in Development Studies. Chapter 3 in *International Development Studies: Theories and Methods in Research and Practice.* Pp 53-80. Recommended: Chimamanda Ngozi Adichie TED: The Danger of a Single Story http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en What is research? Look for new source? Video	Presentation and discussion of theoretical and methodological aspects of the field practicum Class exercise in groups in which you will imagine how you would take on a real-world challenge linked to a development initiative Introduce questionnaire preparation assignment If time: Brief explanation of steps to develop a useful matrix for the FP proposal	WB initial statement of intent
1/25	Surveys	Gray, David. 2014. Chapter 10 on Surveys (beginning on page 235) & Questionnaires	Apply questionnaires	WB: host

	Inter-views	(starts on page 352) in *Doing Research in the Real World.* 7 tips for good survey questions https://www.youtube.com/watch?v=Iq_fhTuY1hw	designed in groups in class	organization & advisory committee
	Sources of know-ledge: Literature Guest:	Additional sources for future reference: McLafferty, S.L. 2016. Conducting questionnaire surveys. Chapter 8 in *Key Methods in Geography* by Clifford et al. Longhurst, R. 2016. Semi-structured interviews and focus groups. Chapter 9 in *Key Methods in Geography* by Clifford et al. McAdams, Dan. Life Story Interview https://www.sesp.northwestern.edu/docs/Interviewrevised95.pdf https://www.sesp.northwestern.edu/foley/instruments/interview/ Sources for literature review Gray, David. 2014. Searching, critically reviewing and using the literature (beginning on page 97) in *Doing Research in the Real World.* Literature review: overview for grad students https://www.youtube.com/watch?v=t2d7y_r65HU How to Prepare an Annotated Bibliography http://www.library.cornell.edu/olinuris/ref/research/skill28.htm.	Introduce annotated bib assignment 11:30 am Visit Library East to explore online, digital and material resources (TBC)	Groups prepare survey/questionnaires with 10 questions
2/01	Focus groups c/c framework Guests: Andy	Budget Review MFP FP funding application section beginning on the bottom of page 38 in Program Manual (FP Budget Form is found on page 74 in Program Manual) c/c framework Burpee, G., Heinrich, G., Zemanek, R. 2008. Integral human development (IHD): The concept and the framework. Catholic Relief Services (CRS). 16 p. Focus groups	Explanation of process for developing a preliminary budget of the field practicum Introduce contextual-conceptual (c/c) framework	WB: preliminary objectives

	Noss (Budget) Paul Monaghan	Gray, David. 2014. Focus groups. (beginning on page 467) in *Doing Research in the Real World.* Coastal Services Center. 2009. Introduction to conducting focus groups. Science tools for coastal programs. 20 p Suggested: Focus Groups, A Practical Guide to Applied Research, by Richard Krueger & Mary Anne Casey. https://cms.bsu.edu/-/media/WWW/DepartmentalContent/Effectiveness/pdfs/LendingLibrary/Focus%20Groups.pdf Other good sources on focus groups are available in "Files" in the Canvas website Suggested: Meet to discuss your topic/place with Latin American librarian or African Collection Librarian Dan Reboussin, Browse site: UF L.A. and Caribbean Collection http://cms.uflib.ufl.edu/lac/Index.aspx	Focus group exercise with Paul	
2/08	Ethical, cultural consider-ation IRB Potential guests: Dr. Sarah McKune, Becky Williams & perhaps 2nd year student	Gray, David. 2014. Research ethics. (beginning on page 67) in *Doing Research in the Real World.* See http://irb.ufl.edu/ and refer to IRB 02 Zerby, Nancy. 2014. The Islanders and the Scientists: Post-tsunami Aid in the Nicobars https://casestudies.ccnmtl.columbia.edu/case/theislandersandthescientists/ (Ask students if they are familiar with this case study)	Will have class exercise on ethics and development and associated challenges Sarah McKune, Becky Williams and/or second-year student on online IRB process	Annotated bibliography Prepare to discuss c/c frameworks
2/15	Apprec-iative inquiry	Include new source on appreciative inquiry Yuliani, E.L. et al. 2014. Problem-solving versus appreciative inquiry approaches in	Appreciative inquiry exercise with video	WB: budget & activities

	Discussion of mixed methods Guest: 2nd year student	community-based conservation. Forests, Trees and Livelihoods. 17 p. Mixed methods Will draw on past field practicums		Group work on focus groups
2/22	Socio-economic and gender systems Ethno-racial systems Guest: Becky Williams (readings - TBD)	Gender and Climate Change Research in Agriculture and Food Security 2nd edition, 2013. http://www.fao.org/docrep/018/i3385e/i3385e.pdf Recommended to browse: SEAGA Field Handbook (participatory research and planning with local communities) 2001. http://www.fao.org/docrep/012/ak214e/ak214e00.pdf Study websites: Race-the Power of an Illusion http://www.pbs.org/race/000_General/000_00-Home.htm Race: Are we so different? http://www.understandingrace.org/home.html	In class exercises on topic	Submit preliminary proposal – funding application Proposal to IRB in this or the coming week
3/01	Monitor and evaluation (Hinges on whether someone will work on M&E) Guest: will invite (TBD)	Gray, D. 2014. Designing evaluations (beginning on page 295) in *Doing Research in the Real World.* Bamberger, M. 2013. The mixed methods approach to evaluation. Social Impact. 18 p. Guijt, I. 1999. Participatory monitoring and evaluation for natural resource management and research. Intl Institute for Environment and Development. 22 p. Evans, K., de Jong, W., Cronkleton, P., Sheil, D., Lynam, T., Kusumanto, T., Pierce Colfer, C.J. 2006. Guide to participatory tools for forest communities. CIFOR, 37 p.	In class exercise on monitoring & evaluation Perhaps group work on identification of indicators to monitor	Continue strengthening proposal – this should be viewed as a continuous activity

3/08	No class	Spring break		
3/15	Ethno-graphic approach Guest: Susan Paulson (TBD)	Gray, David. 2014. Ethnography & participant observation. (page 437) in *Doing Research in the Real World.* Whitehead, Tony. CEHC Ethnographically Informed Community and Cultural Assessment Research Systems (EICCARS) Workbooks What is ethnography? http://study.com/academy/lesson/what-is-ethnography-studying-cultural-phenomena.html Explore: Qualitative research methods: case study, ethnography, historical, etc. http://study.com/academy/topic/qualitative-research-methods-and-design.html	Prepare for ethnographic observation	
3/22	PAR Guest. Becky Williams (other readings) (TBD)	Gray, David. 2014. Action research and change (beginning on page 327) in *Doing Research in the Real World.* Research in Action: A Guide to Best Practice in Participatory Action Research https://www.dss.gov.au/sites/default/files/documents/06_2012/research_in_action.pdf Hartej Gill et. al "In the Midst of Participatory Action Research Practices: Moving towards Decolonizing and Decolonial Praxis." Reconceptualizing Educational Research Methodology 2012, 3(1). Session will integrate discussion on Stakeholder Analysis	Class exercise on PAR Roundtable on progress on definitive version of the FP proposal	Prepare short progress report on proposal
3/29	Recording information for analysis Guest: TBD	Possibly: Gray, David. 2014. Getting started using SPSS (Chapter 21 in *Doing Research in the Real World).* Sumner, Andy & Michael Tribe, 2010. What is rigor in Development Studies? Chapter 5 in *International Development Studies: Theories and Methods in Research and Practice,* pp 99-128.	Ethnographic presentations Practice in recording information in Excel and perhaps SPSS	Prepare ethnographic presentations Submit draft proposal for peer review on Tuesday

		Recording information in Excel and/or database/statistical packages for analysis.		of this week
4/05	Sampling Mapping Guest: Grenville Barnes Quanti-tative literacy	Gray, David. 2014. Sampling strategies (beginning on page 207) in *Doing Research in the Real World.* Sallu, S.M., Twyman, C., Stringer, L.C. 2010. Resilient or vulnerable livelihoods? Assessing livelihood dynamics and trajectories in rural Botswana. Ecology and Society 15(4): online, URL: http://www.ecologyandsociety.org/vol15/iss4/art3 Good practices in participatory mapping (IFAD) – optional, depending on need/interests (http://www.ifad.org/pub/map/pm_web.pdf) Watch: Danger of mixing correlation and causality http://www.youtube.com/watch?v=8B271L3NtAw Watch: Hans Rosling on Religions and Babies https://www.ted.com/talks/hans_rosling_religions_and_babies Include reading on quantitative literacy	Mapping activity Small groups to discuss status of proposals	Peer review: 2 reviewed proposals due Wednesday of this week
4/12	Keeping a personal journal	Newbury, Darren, 2001. Diaries and Fieldnotes in the Research Process	Present field practicum proposals	Prepare proposal presentations
4/19	Safety and risk Synthesis	Warden, Tara, 2013. Feet of clay: confronting emotional challenges in ethnographic experience. Journal of Organizational Ethnography 2(2): 150-172	Present field practicum proposals	Prepare proposal presentations
	Exam week	Submit final proposal on CANVAS by April 23		

Periodically, announcements will be posted to provide further orientation for class assignments. These should be viewed as "required readings." The readings indicated here may be modified or expanded if better, alternative sources are found.
Many additional references will be posted in "Files." Under the topics once can normally find "Required readings" and "Suggested readings and references". The latter will be especially important for the specific topic/s on which you focus your field practicum.

Timeline of deliverables relating to the preparation of the field practicum proposals

Deliverable	January				February				March					April		
	4	11	18	25	01	08	15	22	01	08	15	22	29	05	12	19
WB with initial statement of intent			▓													
WB on host organization & supervisory committee				▓												
WB on preliminary objectives					▓											
Literature search and annotated bibliography for the FP proposals						▓										
WB with preliminary budget, proposed activities, anticipated products							▓									
Submisssion of preliminary proposal for funding								▓								
Submission of preliminary proposal to the IRB								▓	▓							
Improvement of FP proposal in a continuous fashion										▓	▓	▓	▓	▓		
Submit FP proposal for peer review (Tuesday March 26)													▓			
Return 2 FP proposals peer reviewed (Wednesday April 03)														▓		
Oral presentation of the FP proposals															▓	▓
Submission of electronic version of proposal by April 23																▓

List of sources by topics
Rural households and resources: a SEAGA pocket guide for extension workers. 2004.
ftp://ftp.fao.org/docrep/fao/007/y5551e/y5551e00.pdf

Summer, A., Tribe, M.A. 2008. International Development Studies: Theories and Methods in Research and Practice Paperback

Community-based natural resource management (CBNRM)
Child, B., Barnes, G. 2010. The conceptual evolution and practice of community-based natural resource management in Southern Africa: past, present and future. Environmental Conservation 37 (3): 283-295.

Binswanger-Mkhize, H.P., Jacomina, P. de Regt, Spector, S. 2009. Scaling up local & community driven development (LSDD). World Bank, 157 p. (optional reading for students particularly interested in community driven development)

Child, B. 2004. Principles, practice, and results of CBNRM in Southern Africa. 37 p.

Galloway, G.E., Stoian, D. 2007. Barriers to sustainable forestry in Central America and promising initiatives to overcome them. Journal of Sustainable Forestry Vol. 24 No. 2/3: 189-207. (optional reading, suggested for students interested in forestry development)

Nygren, A. 2005. Community-based forest management within the context of institutional decentralization in Honduras. World Development Vol. 33, No. 4, pp. 639-655.

Gender and development
Agri-ProFocus, Gender in Value Chains: Practical toolkit to integrate a gender perspective in agricultural value chain development. 2012
http://www.agri-profocus.nl/wp-content/uploads/2012/10/AGR_boekjeGender-2.pdf

Rubin, Deborah 2008 Integrating Gender into Agricultural Value Chains in Kenya. USAID Workshop Manual. http://www.usaid.gov/our_work/cross-cutting_programs/wid/pubs/INGIA-VC_Kenya_Training_Materials_public.pdf

Gender and Climate Change Research in Agriculture and Food Security 2nd edition, 2013.
http://www.fao.org/docrep/018/i3385e/i3385e.pdf

Gender-Disaggregated Data for Agriculture and Rural Development, 2003.
http://www.fao.org/docrep/012/al210e/al210e00.pdf

Governance and its key role in sustainable development
Blair, H. 2000. Participation and accountability at the periphery: Democratic local governance in six countries. World Development Vol. 28, Issue 1: 21-39.

Cheema, S., Rondinelli, D.A. 2005. From Government Decentralization to Decentralized Governance. 20 p.
Kaufmann, D., Kraay, A. 2007. Governance indicators: Where are we, where should we be going? World Bank Policy Research Working Paper 4370: 45 p.
Various PowerPoint presentations will posted on the website, prepared by faculty and students.

Linkages between policies and grassroot priorities
Intermediate Level Handbook (to identify links between policies and grassroot priorities) 2001.

http://www.fao.org/docrep/012/ak213e/ak213e00.pdf

Sustainable livelihoods
Adato, M., Meinzen-Dick, R. 2002. Assessing the impact of agricultural research on poverty using the sustainable livelihoods framework. IFPRI, FCND DP No. 128; EPTD DP No. 89. 57 p.

DFID Sustainable Livelihoods Guidance Sheets (http://www.ennonline.net/resources/667) (special references to Sections 2 and 3)

Okali, C. 2011. Integrating social difference, gender and social analysis into agricultural development. DFID, Future Agricultures Consortium Policy Brief 039, 5 p.

Pacheco, P. 2009. Smallholder livelihoods, wealth and deforestation in the Eastern Amazon. Hum. Ecol. 37:27-41.

Sallu, S.M., Twyman, C., Stringer, L.C. 2010. Resilient or vulnerable livelihoods? Assessing livelihood dynamics and trajectories in rural Botswana. Ecology and Society 15(4): online, URL: http://www.ecologyandsociety.org/vol15/iss4/art3

Property rights (tenure) and usufruct rights
Ellsworth, L. 2002. A place in the world: tenure security and community livelihoods : A literature review. Forest Trends, 30 p.

Holland et al. 2011. Changing forests and overlapping tenure in the Ecuadorian Amazon: implications for the future implementation of SocioBosque. Draft Working Paper presented at "Land Tenure and Forest Carbon Management" Workshop, Land Tenure Center, University of Wisconsin, Madison, 31 p.

Natural Resources Management & Development Portal. 2012. Land tenure and forest carbon management workshop. http://www.rmportal.net/library/content/translinks/2011/land-tenure-center/ltfc-mgmt-workshop/index

OAS. 2006. Land tenure: Lessons for sustainability through information sharing. Policy Series, Number 10: 4 p.

Logframe development and critique
Bond (Networking for International Development). 2003. Logical framework analysis. Guidance Notes No. 4: 8 p.

DFID. 2011. Guidance on using the revised Logical Framework. 34 p.

PSI. 2000. PSI Logframe handbook: The logical framework approach to social marketing project design and management. 35 p.

SIDA. 2006. Logical framework approach – with an appreciative approach. SIDA Civil Society Center, 28 p. (See annexes for good ideas on using appreciate enquiry approach)

Development of conceptual frameworks
Burpee, G., Heinrich, G. Zemanek, R. 2008. Integral human development (IHD): The concept and the Framework: A brief overview. Catholic Relief Services, 16 p.

Heinrich, G., Leege, D., Miller, C. 2008. A user's guide to integral human development (IHD): Practical guidance for CRS staff and partners. CRS/USAID publication. 78 p.

Rauch, T. 2009. The new rurality: Its implications for a new pro-poor agricultural water strategy. International Fund for Agricultural Development (IFAD), 22 p.

Setting up a monitoring system
Coombes, Y., Devine, J. 2010. Introducing FOAM: A framework to analyze handwashing behaviors to design effective handwashing programs. Water and Sanitation Program: Working Paper. 28 p.

Innes, J.E., Booher, D.E. 2000. Indicators for sustainable communities: A strategy building on complexity theory and distributed intelligence. Planning, Theory & Practice, Vol. 1, No. 2, 173-186.

Zall Kusek, J., Rist, R.C. 2004. Ten steps to a results-based monitoring and evaluation system: A handbook for development practitioners. The World Bank. 268 p.

Household questionnaires
Deaton, A. 1997. The analysis of household surveys. The World Bank. 479 p. (Chapter 1)

Doss, C., Deere, C.D., Suchitra, J.Y., Oduro, A., Hillesland, M. 2011. Lessons from the field: Implementing individual asset surveys in Ecuador, Ghana, India and Uganda. Bangalore. Indian Institute of Management, 32 p.

Quisumbing, A., Meinzen-Dick, R., Raney, T., Croppenstedt, A., Behrman, J.A., Peterman, A. 2011. Gender in agriculture and food security: Closing the knowledge gap. IFPRI. 380 p.
Various questionnaires will be posted as examples

Social Networking Analysis
Borgatti, S.P., Mehra, A., Brass, D.J., Labianca, G. 2009. Network analysis in the social sciences. Science 323: 892-895.

Marsden, P.V. 1990. Network data and measurement. Annual Review of Sociology, Vol. 16: 435-463.

McCarty, C. 6 page document on Social Network Analysis (available in pdf)
Various worksheets and tools developed by Dr. Chris McCarty will be made available.

Focus groups
Krueger, R. A. 2002. Designing and conducting focus group interviews. University of Minnesota. 18 p.

Krueger, R.A. 2006. Is it a focus group? Tips on how to tell. Spotlight on Research. J. Wound Ostomy Continence Nurs. 33(4): 363-366.

Kumar, K. 1987. Conducting group interviews in developing countries. U.S.AID Program Design and Evaluation Methodology Report No. 8, 47 p.

Maynard-Tucker, G. 1996. Skill training in the field: problems and suggestions for conducting focus groups in developing countries. SFAA Annual Meeting 1996. 10 p.

Mayard-Tucker, G. 2000. Conducting focus groups in developing countries: Skill training for local bilingual facilitators. Qualitative Health Res. 2000, 10: 16 p.

NOAA Coastal Services Center. 2009. Introduction to conducting focus groups. Science tools for coastal programs. 20 p

Stewart, David W., Prem N. Shamdasani and Dennis Rook, Eds. 2007. *Focus Groups: Theory and Practice.* 2nd ed.*,* (Applied Social Research Methods v. 20). Thousand Oaks, CA: Sage Publications

Spatial measurement (GPS) and mapping
Good practices in participatory mapping (IFAD) - **http://www.ifad.org/pub/map/pm_web.pdf**
Other practical materials will be made available, if required

Participatory methods/Action research

Evans, K., de Jong, W., Cronkleton, P., Sheil, D., Lynam, T., Kusumanto, T., Pierce Colfer, C.J. 2006. Guide to participatory tools for forest communities. CIFOR, 37 p.

Participatory Action Research: Involving all the Players in Evaluation and Change
http://www.ccitoolsforfeds.org/doc/participatoryactionresearch.pdf

Research in Action: A Guide to Best Practice in Participatory Action Research
https://www.dss.gov.au/sites/default/files/documents/06_2012/research_in_action.pdf

SEAGA Field Handbook (participatory research and planning with local communities) 2001.
http://www.fao.org/docrep/012/ak214e/ak214e00.pdf

Wollenberg, E., Edmunds, D., Buck, L. 2000. Anticipating change: Scenarios as a tool for adaptive forest management. CIFOR, 44 p.